

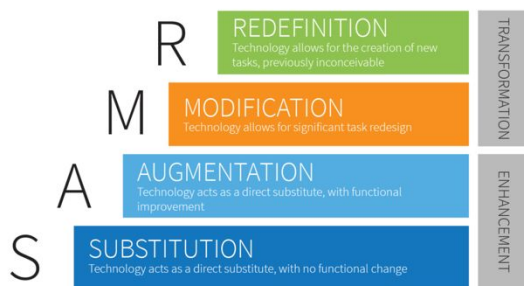


## Indiana CSP Quality Counts Innovation Grant Options Charter Schools

### **Digital Learning Instructional Practices Development**

Options invested the necessary funds to move from a lab-based computer environment to a 1:1 provided device environment in 2016 through creative budgeting and prioritizing funds appropriately. We have developed a sustainability and replacement plan for these devices to ensure we are able to maintain the support for this program into the future. The instructional team was encouraged to use the devices in the most basic level, substitution, during year one of implementation, 2016-17. This gave students and teachers the time to learn how to use the devices appropriately and develop appropriate management systems.

The exploration of methods to enhance the technology instruction in our schools began with a baseline “[Teacher Readiness Analysis](#).” This data was the beginning of Individual plans developed for each staff member.



In November of 2018 Options’ instructional staff participated in the SAMR presentation, led by consultant Jeff Taylor, to begin to build on these baseline skills (L.H., 2017; Walsh, 2015).

- [Planning and Implementation Process](#)
- [Outline of Activities](#)
- [Video](#)

A stipend for “Lead Tech Teacher” was added for one teacher at each of our physical buildings.

These teachers coordinated efforts in monthly staff meetings throughout the 2018-2019 and 2019-2020 school years to discuss and share effective lesson development and implementation around the SAMR method.

Additionally, codes for Google Certified Educator Level One and Level Two exams were purchased and teachers were incentivized with noncumulative salary multipliers to complete the certification.



### **Leadership Coaching for Building-Level Leaders**

In an effort to build leadership capacity, Options invested in providing on-the-job supports through mentors and leadership coaching for the building-level leaders. Schools must recognize the importance of facilitating a culture of relational trust, increasing skill in instructional-based leadership, and increasing talent through strong evaluative processes for building-level leaders (Clifford & American Institutes for Research, 2015; Edwards-Groves, Grootenboer, & Ronnerman, 2016; Gill, 2019). Two Options' building-level leaders share the value of their experience in this [video](#).

### **Description of Process Used by Kim Stoneking, Leadership Coach**

For more than 40 years, the development processes of the Trusted Advisors Network have been used by organizations around the world. Their facilitated processes help all team members and contributors, at all levels within the organization, align their attitudes, behaviors, and skills with the organizational objectives while positively impacting the customer relationship at every point of engagement.

Our leadership development process is a structured, open-ended, and pragmatic approach to personal and professional growth. The process is designed to help individuals develop the attitudes, skills, and qualities necessary for personal and organizational leadership. Topics covered include: Understanding Your Potential; Leadership And You; A Product of The Past; Understanding and Affirming Your "Self"; Building Success Attitudes and Habits; Goal Setting for Success; Managing Conflict; Managing Your Time; Turning Solutions Into Action; Decision Making and Problem Solving; Motivation; Communication and Human Relations

### **Use of Student Data & Curriculum Mapping**

[Full report](#)



## References

- Clifford, M., & American Institutes for Research. (2015). *Building leadership talent through performance evaluation* American Institutes for Research.
- Edwards-Groves, C., Grootenboer, P., & Ronnerman, K. (2016). Facilitating a culture of relational trust in school-based action research: Recognising the role of middle leaders. *Educational Action Research*, 24(3), 369-386. doi:10.1080/09650792.2015.1131175
- Gill, J. (2019). Lean on me: To help principals become better instructional leaders, districts are boosting on-the-job supports such as mentoring and coaching. *Educational Leadership*, 76(6), 43-48. Retrieved from <http://search.ebscohost.com/login.aspx?direct=true&AuthType=sso&db=eue&AN=135811498&site=ehost-live&authtype=sso&custid=ns083389>
- L.H. (2017). SAMR model: A practical guide for EdTech integration. Retrieved from <https://www.schoolology.com/blog/samr-model-practical-guide-edtech-integration#:~:text=The%20SAMR%20Model%20is%20a,Augmentation%2C%20Modification%2C%20and%20Redefinition.>
- Walsh, K. (2015, April 20,). 8 examples of transforming lessons through the SAMR cycle. Retrieved from <https://www.emergingedtech.com/2015/04/examples-of-transforming-lessons-through-samr/>